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AUTHOR Selden, William H., Jr.
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ABSTRACT

The publication is designed to serve as a guide for those responsible for business education in Pennsylvania, emphasizing curriculum planning and the development of course guidelines. Chapter one deals with planning the business education program within the framework of the principles of curriculum construction. Program implementation at the secondary level is the primary concern of chapter two and course offerings are suggested for accounting, clerical, and stenographic-clerical curriculums. Suggested course offerings and administrative guidelines are also offered for specialized programs, adult education programs, area school curriculums and courses, college preparatory business curriculums, cooperative business education, and mini courses. Chapter three offers course descriptions and lists behavioral objectives for the following courses: accounting, business economics, business English, business law, business mathematics, business organization and management, clerical practice, introduction to data processing, general business, office practice, principles of selling, recordkeeping, shorthand, and typewriting. Administration and supervision are topics discussed in the final chapter, as well as the following considerations necessary to develop a comprehensive business education program: developing interest in career education, student involvement in clerical and secretarial services for the school and community, credit requirements, data processing, facilities and equipment, reporting enrollment, trends, and vocational guidance. (MW)

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by William H. Selden, Jr.

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Milton J. Shapp, Governor

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John C. Pittenger, Secretary

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Donald M. Carroll Jr., Commissioner
Harry K. Gerlach, Deputy Commissioner

BUREAU OF VOCATIONAL EDUCATION

John W. Struck, Director

Pennsylvania Department of Education
Box 911
Harrisburg, Pa. 17126

MESSAGE FROM THE SECRETARY OF EDUCATION

Business education is an important segment of America's education—its goals include competencies and understandings which extend far beyond the simple, mechanical skills of programs of the past. Business expansion and industrial development, as important factors in Pennsylvania's economic development, offer a special challenge to business education in the secondary schools of the Commonwealth. Therefore, business education should continually reexamine its purpose in an effort to keep abreast of accelerating technology.

Many of the latest concepts in the development of a business education curriculum are contained in this publication and should help to answer numerous questions raised. The suggestions in this publication will serve as an aid to school administrators and business teachers. However, because of the high degree of local autonomy in the organization and operation of business education programs in the secondary schools of Pennsylvania, they can only be suggestions. Job opportunities, school facilities, and teaching staff may necessitate certain modification of the information provided.

John C. Pittenger

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Agnes Dick, *Chairman, Business Education Department,* Bristol Borough Junior-Senior High School, Bristol

Florence Gill, *Business Education Coordinator,* Greater Latrobe Senior High School, Latrobe

Arthur Hertzfeld, *formerly Director of Vocational Education—Business Education, Distributive Education, and School Work Programs,* Philadelphia School District, Philadelphia

Elsie Leffingwell, Robert Morris College, Coraopolis

Genevieve M. Loftus, *Supervisor of Business Education,* Scranton School District, Scranton

Lois A. Luxner, *Associate Director, Business and Distributive Education,* Pittsburgh Public Schools, Pittsburgh

Catherine M. McManmon, *Supervisor of Business Education,* Wilkes-Barre City School District, Wilkes-Barre

Natalie Nichols, *Head, Business Education Department,* Pennridge High School, Perkasie

James A. Parfet, *Chairman, Business Education Department,* Cumberland Valley High School, Mechanicsburg

Charles Roth, *Chairman, Business Education Department,* McCaskey High School, Lancaster

Leon Rubin, *Acting Director of Vocational Education—Business Education, Distributive Education, and School Work Programs,* Philadelphia School District, Philadelphia

Kenneth A. Shultz, *Director, Department of Business Education,* William Penn Senior High School, York

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PREFACE

As indicated in the Message from the Secretary of Education, business education is an integral part of the secondary school instructional program. With increasing emphasis being placed on business education programs that meet the employment needs of the area, curriculum planning and course guidelines are vitally important. This publication has been designed to serve as a guide for those responsible for business education in Pennsylvania.

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Suggestions for future updating and refinement are welcomed and should be sent to William H. Selden Jr., senior program specialist, Business Education, Department of Education, Box 911, Harrisburg, Pennsylvania 17126.

CHAPTER ONE

PLANNING THE PROGRAM

Business education, an important segment of secondary education, provides three separate areas of instruction. First, specialized instruction is provided for those who plan to become wage earners in offices. This area is vocational in nature and includes courses such as accounting, clerical practice, office practice, shorthand, and typewriting. Second, the instruction gives a background of business understanding which should develop a degree of economic competency and personal-use skill for all pupils. This area is semivocational in nature and includes courses such as business English, business law, business mathematics, business organization and management, and general business. These courses consider specific aspects of work in a business office and build attitudes and knowledge for economic competency in the home and in the community. This area also affords the opportunity for pupils to learn typewriting which is a basic communication skill. Third, basic and background instruction is offered to those whose specialization in college will be either business education or business administration. This area provides for college-bound pupils an insight into certain types of employment and includes courses such as accounting, business law, and typewriting.

There are many factors to be considered in establishing a business education program for initial, refresher, or continuing training. An analysis needs to be made of the employment area served by the school. With the high mobility of labor, training should reflect the needs of both the immediate community and the broader labor market that attracts the graduates.

The business education staff should determine what job opportunities are available in the employment area, the educational requirements for these positions and the number and types of office machines in use. This information can be procured by using a "Survey of Offices" form which is found in the January 1972 Department of Education publication, *Questionnaires for the Use of a School District in Making a Survey of Offices and a Follow-Up Study of Graduates of the Business Program.* A survey of this type should be made at least once every five years.

Business education departments need to make a follow-up study of each pupil after the formal termination of his or her education. Some schools make excellent follow-up studies of pupils within a year after graduation; other schools have made successful studies of pupils who have been graduated for a period of five years. Many schools make this study in cooperation with the guidance department. A study of this type will help determine the adequacy of instruction and ascertain the type of equipment currently in use. In addition to improving the curriculum, a follow-up study

serves as a public relations medium. To determine this information a "Follow-Up Study of Graduates of the Business Program" form, which also is found in the aforementioned Department of Education publication, can be used.

One of the present regulations of the State Board of Education for an approved vocational education program is that each school have a lay advisory committee. In business education this committee should be composed of executive and nonexecutive office personnel to help in planning the program. Although a school administrator and the chairman of the business education department in most instances are not members, they should attend all meetings. Also, all business teachers and guidance counselors should be invited to attend.

When probable experiences to be faced by graduates of business curriculums are determined, a program should be planned to help pupils meet these job requirements. The translation of these experiences into learning units is a task that requires considerable planning and should follow the "principle of probability" theory.

Planning the business education program, therefore, is a continuous process and might be broken down into five steps. First, pinpoint occupations that presently exist and for which training is needed. Second, determine the occupations for which training can be given and recognize that training cannot be offered for all occupations. Third, decide upon specific curriculums and their content matter. Fourth, set up the curriculums by determining which courses will be offered on the various grade levels. Fifth, evaluate the curriculums after they have been started by continuously working with employers and former pupils. The development of more valid and effective learning experiences for pupils is the purpose of curriculum planning. Therefore, curriculum developments should be considered as a series of developmental stages.

Those who are responsible for developing the vocational business education program should give careful consideration to the following principles of curriculum construction.

1. Vocational business education should be taught as close to the time of use as possible—concentrated in the later years of high school.
2. There must be enough concentration of work in each area for pupils to develop sufficient competency to obtain a satisfactory beginning job in a given occupation upon the completion of the curriculum.
3. Peripheral knowledge associated with the occupational competencies should be provided to the degree possible. This would include content matter found in courses such as business law and general business.
4. A well-planned business education program requires a balance of vocational education and general education. Each curriculum should be built upon a broad base of general education.
5. Some diversity of curriculum offerings is needed to provide for individual needs; therefore, elective courses are desirable.

6. Often various segments of subject matter must be dropped. Deletion is as necessary, and sometimes as important, as adding subject matter.
7. No one can learn everything. Those competencies which in the present and immediate future appear to be most important should be taught.
8. The teaching of factual information alone does not produce the learning outcomes held to be desirable for youth in modern secondary schools. Adolescents possess a great ability for temporary memorization of factual material. This may be mistaken for knowledge and understanding.
9. Pupils participate more effectively in learning situations which make sense to them in light of present (intrinsic) needs. Beyond the level of rote learning, young people actually learn what they accept as the result of present needs.
10. Consideration should be given to a differentiation between the skills that can be learned more efficiently on the job than in school. Business teachers must not be guilty of spending time and money for equipment to teach skills that can be acquired in the office in a matter of minutes. Schools offering instruction on the various types of copiers is an example.
11. Each business function with which a pupil is familiar increases his or her desirability as an employe.

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CHAPTER TWO

IMPLEMENTING THE PROGRAM

The total business education program in Pennsylvania's secondary schools consists of those learning activities organized and directed by the staff of the business education department. A *program* shall mean the vocational education curriculums through which pupils are prepared to enter an occupational field. A *curriculum* shall mean a series of systematically arranged courses designed for the attainment of specific vocational goals. A *course* shall mean organized subject matter comprising a series of integrated units of instruction.

Business curriculums include learning activities taking place while the pupil is in a resource or learning center, open space learning environment, or on the job under school supervision. In some cases a business education course is individually prescribed for each pupil and is organized with the assistance of programmed materials.

Secondary School Programs

In the development of the business education program there are numerous considerations which should be borne in mind. Namely, all pupils should become competent typists as the typewriter is the most commonly used machine in the business office, receive some instruction in recordkeeping or accounting with stress on the vocabulary of business; be taught how to use a telephone correctly; learn peripheral business skills, such as filing; and receive a good background in the fundamentals of arithmetic and grammar. Since business education is a terminal curriculum, how to apply for a job and basic attitude on the job should be taught to all business pupils.

The curriculums subsequently indicated pertain to the contemporary program of business education. The instructional titles used for these curriculums are a modification of the titles prepared by the Department of Health, Education and Welfare, U.S. Office of Education. In addition, the code numbers established by this Department are included. Curriculums which are offered should be determined by the needs of the community and the nature of the student body.

The suggested courses in grade 10 are business mathematics, general business, and typewriting. However, a school might deviate from this suggestion. For instance, if the pupils who graduated from the business education program were found to be deficient in the fundamentals of arithmetic, a business education department could decide to offer a semester of business mathematics in grade 10 and another semester in grade 12. In this instance, this same school might then offer a full year of typewriting and a semester of business mathematics and a semester of general business in

grade 10. In another school practically all pupils may have a typewriter at home which they used below grade 10 for term papers, personal correspondence, homework, etc. Here, it might be best to start Typewriting I below grade 10 and avoid formation of numerous bad habits.

Accounting (USOE 14.01 00, VEMIS 700)

The primary objective of accounting is to prepare pupils for employment as bookkeepers, bookkeeping and accounting clerks, or bookkeeping machine operators. This curriculum also enables pupils to receive a comprehensive knowledge of what is expected of them in the accounting field.

Embracing a wide range of business activity, accounting is generally considered to be concerned with the processes involved in recording, classifying, summarizing, and interpreting financial data. Accounting contributes to an individual's ability to earn a living, to manage personal and family affairs, to understand the economic activities of business, and to provide a basis for advanced study.

The successful operation of any business is dependent upon the interpretation of the records which are kept by the accounting department. Businessmen make use of accounting records in determining profit or loss, cost analysis, and taxes on various levels. Many smaller businesses would not keep records if it were not for the purpose of having information for government reports. Various types of financial statements are used in planning future operations of a business.

Nationwide, the number of accounting workers is expected to increase by 75,000 each year through the 1970's. Employment in this area will continue to increase because of greater use of accounting information in business management; continual changes in a complex tax system; growth in size and number of publicly held business corporations that provide financial reports to stockholders; and the increasing use of accounting services by small business organizations. Accountants are needed also as consultants for management problems such as planning for new recordkeeping systems and procedures for use with data processing equipment.

Data processing has forced a change in the accounting procedures used by business. Because accounting and data processing are closely related in the business world, these two areas should be integrated in the classroom. One or more chapters relative to data processing are included in recently published high school accounting textbooks. Therefore, pupils learn about the principles of data processing in accounting courses.

Suggested courses for pupils majoring in the accounting curriculum are:

Grade 10	*Grade 11*	*Grade 12*
Business Mathematics	Accounting I	Accounting II
General Business	Business Organization and Management	Business Economics **
Typewriting I	Typewriting II *	Business Law **
		Introduction to Data Processing *
		Office Practice

* Optional

** Each subject may be taught for one semester

Clerical (USOE 14.03 00, VEMIS 702)

The employment opportunities for clerks, such as duplicating machine operator, file clerk, and transcribing machine operator, exceed the opportunities for other types of office employes including bookkeepers and computer operators. In reviewing the want ad section of newspapers, especially those published in metropolitan areas, one will note the continuous demand for clerical employes. Therefore, in terms of enrollment, the largest business curriculum in many secondary schools is the clerical.

A prediction of 15 years ago that data processing would reduce the number of clerical employes has not materialized. To the contrary, data processing equipment has increased the need for clerks who perform tasks necessary to give management more complete and accurate data for immediate decision making.

Technological advancements made during this 15-year period have brought about a change in the type of equipment used in business offices. Key-driven and rotary calculators are now obsolete and full-keyboard adding machines are being used to a lesser extent. These machines are being replaced by printing and electronic calculators. As further advancements are made in the next 15 years, additional changes can be expected.

However, the requirements for entry jobs in this area have not changed. Skill in filing, typewriting, and operating office machines is still required. Shorthand should not be a requirement in the clerical curriculum. Instead, courses that meet the needs of the pupil and requirements of the job, such as clerical practice and recordkeeping, should be included in the curriculum. Consideration should be given in grade 12 to offer office practice for a double, rather than a single, period.

Suggested courses for pupils majoring in the clerical curriculum are:

Grade 10	*Grade 11*	*Grade 12*
Business Mathematics	Clerical Practice	Accounting I *
General Business	Principles of Selling	Business Law * *
Typewriting I	Recordkeeping	Introduction to Data Processing * *
	Typewriting II	Office Practice

* Rather than offering Accounting I, office practice might be taught for two periods.
* * Elect 1 or teach each course for one semester

Stenographic-Secretarial (USOE 14.07 00, VEMIS 706)

The stenographic-secretarial curriculum is considered by many as the most important curriculum in America's secondary schools. Yet, unless he or she has average or above-average ability, the pupil likely will not have the ability to gain the skill needed to use shorthand as a vocational tool in the time provided by the secondary school. For this reason, some type of selection process is desirable, or some form of time arrangement employed, to allow additional time for learning.

If a selection process is desired, consideration should be given to a variety of measures: subject matter achievement, mechanics of English, aptitude tests, intelligence quotients, and teacher assessment. A combination of these selection processes will provide a better measure of ability in most cases than the use of only one factor. Reference can be made to the 1968 Department of Education publication, Bulletin 277, *Shorthand*, pages 29-31, for a description of guidance procedures.

Many secretaries use the shorthand machine which is adaptable for jobs at all levels especially those requiring high speeds for long periods of dictation. Because it is a definite vocational skill, the selection of pupils for machine shorthand requires the same care and standards as selecting a pupil for manual shorthand. Detailed information concerning all systems of shorthand may be found on pages 15-27 of the aforementioned Department of Education publication.

Typewriting I is the only typewriting course that might be required of the stenographic-secretarial pupil who is generally academically stronger and capable of developing the needed skills for transcription in one year of typewriting. To teach typewriting effectively in a single year will necessitate conditions that do not exist in many schools. All of the typewriters should be electric and of the same make; a textbook should be given to each pupil; work for the school and the community will need to be held to a minimum; pupils must attend class daily and not be excused to practice for a school play, band concert, and the like; and outside assignments should be given in proofreading, spelling, syllabication, and planning the organization of problems that require tabulation.

Suggested courses for pupils majoring in the stenographic-secretarial curriculum are:

Grade 10	*Grade 11*	*Grade 12*
Business Mathematics	Accounting I	Business Economics **
General Business	Shorthand I	Business English
Typewriting I	Typewriting II *	Business Law **
		Introduction to Data Processing *
		Office Practice
		Shorthand II ***

* Optional

** Each course may be taught for one semester

*** This course should be offered in a typewriting room where pupils may transcribe their notes.

Specialized Programs

Along with all education, business education finds its rationale, its place, its objectives, and its context challenged by a series of changes in society. Business education must respond to these changes without relinquishing what is sound and necessary. Modifications that should be considered are described in the following material.

Adult Education Programs

The business education department in many schools has been the center for adults enrolled in a continuing education program. Such people enroll in business courses, usually offered in the evening to obtain business skills which will enable them to enter the labor market or to upgrade or improve business skills for purposes of advancement in current employment. To a lesser degree, there are others who register for these classes for personal-use reasons.

As technological advances are made and jobs requiring new skills and additional knowledge emerge, vocational business programs ought to be provided to assist out-of-school youth and adults to achieve, and/or maintain, economic independence.

Schools desiring further information on this subject are referred to the February 1971 Department of Education publication, *Organization and Administration of Adult Vocational Business Education Programs.*

Area School Curriculums and Courses

Business education has well-developed programs in comprehensive secondary schools. Therefore, before including a business curriculum in an area vocational-technical school, a feasibility study should be made. The following steps are suggested in making this study. First, a conference should be held and attended by the director of the area vocational-technical school, the chairman of the business education department for each comprehensive school in the attendance area, and other interested educators such as guidance counselors and school administrators. Second, a study of the employment area should be made if those in attendance feel that an additional business curriculum is needed in either the comprehensive schools or the area vocational-technical school. Third, upon the completion of the study and an analysis of the findings, the director of the area vocational-technical school, the chairman of the business education department from each comprehensive school, and other interested educators should meet and determine what curriculum or curriculums should be offered and the exact competencies that need to be developed. Fourth, a decision should be made where this instruction can best be offered—in two or more comprehensive schools or in the area vocational-technical school.

In addition to the factors indicated above, the following should be given consideration: First, a post secondary curriculum might be offered to help meet the needs of the employment area. For instance, if there is an increasing need for medical secretaries, a medical secretarial curriculum can be organized. Second, courses might be offered that serve as an adjunct to other vocational curriculums. For instance, future beauticians and future plumbers can profit by skills such as recordkeeping and typewriting.

College Preparatory Business Curriculums

This program might be business education's most significant contribution to the "mentally gifted" who plan to pursue further education at a post high

school institution. Many pupils who plan to attend college are interested in enrolling in business courses during their last year or two of high school. The following are typical comments that college-bound pupils make about business courses. "Taking shorthand and typewriting will help me take notes and I'll be able to type my own term papers." "If I do not have the money to go to college, then I will have some background to be a secretary if I take shorthand and typewriting."

As indicated, the purpose of a college preparatory-business curriculum is to provide occupational education for college-bound pupils. Such training is practical for those who want to attend college but must support or partially support themselves while doing so. Those young people who start college and do not finish—approximately 50 percent—will appreciate a vocational skill to help them in earning a livelihood if such withdrawal would force them into the labor market.

The high school business education program should be flexible enough to permit pupils in the college preparatory curriculum to enroll in the courses which will enable them to acquire a salable or personal-use skill. Such skills as accounting, shorthand, and typewriting also can be useful to college-bound pupils who have to reconcile checking accounts, take lecture notes, and type term papers.

Suggested plans for offering a college preparatory-business curriculum in two areas (two units of work in Plans A and B, three units of work in Plan C) are:

Plan	*Organizotion*	*Stenographic*	*Accounting*
A	Grade 11—one unit	Typewriting I	Accounting I
	Grade 12—one unit	Shorthand I	Introduction to Data Processing
B	Grade 12—two units	Shorthand I Typewriting I	Accounting I Introduction to Data Processing
C	Grade 11—one unit	Typewriting I	Typewriting I
	Grade 12—two units	Office Practice Shorthand I	Accounting I Introduction to Data Processing

Cooperative Business Education

Cooperative business education provides both classroom instruction and on-the-job experience to further develop occupational competency. Developing initiative, overcoming timidity, and getting along with people other than one's peer group are important aspects of cooperative business education. Results have indicated that this type of program is an excellent medium for the placement of business pupils upon graduation.

To help insure a successful cooperative experience, all parties—pupils, parents, teachers, school administrators, and employers—need to accept its

purpose. The employer, particularly, must accept his or her responsibility to contribute to the education of each pupil and the school administrator needs to allow the coordinating teacher the necessary time to supervise the pupils on the job. Otherwise, pupils could be assigned routine tasks that discourage rather than encourage their entrance into the business world.

This opportunity usually is offered in grade 12 as a capstone experience for pupils who have as a career objective a business or office occupation. Cooperative business education can vary in length from a period of several weeks to an entire school year. However, the value of a full-year cooperative schedule in business education is questionable. A time schedule of one semester or less is, in all probability, more profitable. Emphasis needs to be placed on the readiness of the pupil for the job. A placement plan should enable pupils to assume job responsibility at various times, preferably near the end of the school year.

Courses, such as accounting, office practice, shorthand, and typewriting, are given prior to, and/or concurrently with, placement at a work station. During the period of cooperative work experience, the pupil-trainee should take at least one course which includes instruction directly related to the tasks and responsibilities with which he or she is confronted on the job.

Participation in cooperative business education should be voluntary because enrollment is not necessarily in the best interest of every pupil. Each applicant should be screened on an individual basis and placed in a work station suitable to his or her ability.

For additional information relative to the organization of this program, reference should be made to the 1971 Department of Education publication, *Cooperative Vocational Education in Pennsylvania;* and the November 1968 Department of Education publication, *Guidelines for Organizing and Administering a Cooperative Business Education Program.*

Mini Courses

Mini courses, sometimes referred to as short courses, add flexibility to the total school curriculum and give an added dimension to the business education program. Advantages of mini courses include availability of additional business courses to nonbusiness pupils, greater flexibility of scheduling, expanded opportunity to meet pupil needs, and more extensive use of a variety of teaching materials and less use of textbooks. Possible problems include additional time needed for scheduling, selection of teachers to offer instruction in additional courses, more detailed planning by teachers, and availability of classroom space when there is a heavy demand for a given course. Before initiating mini courses, a school should make a survey of pupil interests and a study of schools that have previously initiated these courses.

Occupational preparation necessitates that vocational courses, such as accounting, office practice, recordkeeping, shorthand, and typewriting, be offered for a full year or more as needed. Most other business courses can be organized as mini courses.

An example of how the topics commonly offered in a business law course can be broken down into mini courses organized over six, six-week periods follows:

Contracts
Bailments
Buyer and Seller
Employer-Employe Relationships
Commerical Papers
Personal and Real Property

If possible, pupils should be given the opportunity to elect the six courses indicated above from a group of eight or ten courses that might have included others, such as consumer protection, financial obligation, legal rights, and principal and agent. In the above, the title "business law" would be dropped and each course would assume the title indicated. As these courses are refined and pupil interests have been finalized, some of these courses might be dropped and other courses added—not necessarily related to business law.

An example of how the topics commonly offered in general business can be broken down into mini courses organized over six, six-week periods follows:

American Business and Our Free Enterprise System
The Consumer and the Use of Credit
Investing and Money Management
Using Banking Services and Insurance
Government and Labor
Planning a Career and Citizenship Responsibility

A partial listing of additional mini courses that might be offered to pupils includes applying for a position, business communications, filing, income tax, investments in stocks and bonds, transportation, and travel.

Mini courses may be conducted for any number of weeks—perhaps as long as one semester. Most schools find it feasible to set up mini courses that coincide with marking periods. If a school has four marking periods a year, mini courses could be organized for four, nine-week periods. A school that has six marking periods a year might organize these courses into six, six-week periods or twelve, three-week periods. These courses should be developed to conform to the needs of each school district.

CHAPTER THREE

COURSE DESCRIPTIONS AND BEHAVIORAL OBJECTIVES

The mass of knowledge available to mankind is accelerating at a rate that is expected to triple in the next ten years. Therefore, educators should become selective about the knowledge and skills deemed important for the leaders and workers of tomorrow.

Effective instruction begins with objectives which measure pupil outcomes in terms of *changed behavior*—toward the use of behavioral-type objectives. This chapter provides an alphabetic listing of courses in the suggested curriculums (accounting, clerical, and stenographic-secretarial) described on pages 6 to 8. Included in this listing are descriptions for the course or courses and behavioral objectives which describe pupil abilities that should be attained when the course is terminated.

Business education standards are identifiable with behavioral objectives. Information about standards for accounting (bookkeeping), business mathematics (arithmetic review), office practice, shorthand, and typewriting may be found in the March 1966 Department of Education publication, *Business Education Standards.*

Accounting

Accounting prepares pupils to develop the ability to analyze and record transactions and interpret the results of business operations from a financial standpoint. The pupil gains a wide background in business organization and procedures and related business terminology. Most importantly, accounting is the one course in which the pupil learns the vocabulary of business.

An excellent background course for all pupils, accounting can be taken for keeping personal records, for understanding the language of business, or for orientation to advanced study in business administration. The pupil will learn to understand business transactions, maintain journals and ledgers, take trial balances, make adjusting and closing entries, close accounts, and prepare final reports of the condition of the business to management.

A partial listing of behavioral objectives of Accounting I is:

1. The pupil will be capable of distinguishing among the three categories given a list containing assets, liabilities, and capital or owner's equity.
2. The pupil can journalize business transactions in combination, special, and/or general journals.
3. The pupil can post completed journal entries to general and subsidiary ledgers.

4. The pupil when given a general ledger can complete a worksheet with simple adjustments.
5. The pupil can prepare elementary financial statements using data from the work sheet.
6. The pupil can record simple adjusting and closing entries in a journal, post to the ledger, rule the accounts that are closed, and balance and rule the accounts that remain open.
7. The pupil can prepare a post-closing trial balance after the accounts are closed and balanced.
8. The pupil can identify source documents such as invoices, receipts, and credit memos when given a completed copy of each.
9. The pupil can perform banking procedures such as maintaining an accurate checking account and reconciliation of bank statements.
10. The pupil can prepare business forms such as checks, deposit tickets, receipts, petty cash vouchers, and payroll records when given a series of business transactions.

A partial listing of behavioral objectives of Accounting II is:

1. The pupil will demonstrate knowledge of the accounting cycle by properly recording business transactions, maintaining the ledgers, and completing the necessary procedures at the end of the accounting period.
2. The pupil can demonstrate a knowledge of the principles of cash control by identifying source documents, preparing cash proofs, recording cash shortages and overages, processing cash payments and receipts, and reconciling bank statements.
3. The pupil can demonstrate a knowledge of payroll accounting by defining or explaining such terms as FICA, Form W-2, Form W-4, social security, unemployment compensation, and withholding statement.
4. The pupil can describe and contrast the journal plan and the direct posting plan for controlling purchases and sales.
5. The pupil can explain why some businesses prefer the estimated method rather than the direct write-off method for recording losses from bad debts.
6. The pupil can demonstrate his knowledge of calculating interest on a note, recording entries when a note is received and paid, identifying parties to a note and draft, and distinguishing between time and sight drafts and trade acceptances when given a series of problems.
7. The pupil can describe the straight-line and declining balance methods of estimating depreciation.
8. The pupil can demonstrate a knowledge of the accrual basis of accounting by devising adjusting and reversing entries.
9. The pupil can describe the basic characteristics, advantages, and disadvantages of a partnership.
10. The pupil can explain the following terms relative to corporation accounting: Capital Stock, Capital Stock Subscribed, Subscriptions Receivable, Retained Earning, Dividends Payable, Bonds Payable, Bond Sinking Fund, and Organization Costs.
11. The pupil can explain the advantages to management of having cost accounting data available.

Business Economics

Business economics is designed to enable the pupil to investigate and study the nature of economics as related to the American worker, citizen, and consumer. This course is organized to provide a logical method of studying the production and distribution of wealth. Emphasis is placed on collecting, arranging, and interpreting economic information.

A partial listing of behavioral objectives of business economics is:

1. The pupil can identify basic economic concepts such as scarcity, resource ownership, supply and demand, and income.
2. The pupil can seek, find, collect, and interpret information about current economic events from newspapers and magazines.
3. The pupil can present different economic points of view based upon a series of supplementary readings.
4. The pupil can explain the values (monetary and other) to be derived from work.
5. The pupil can list the major agencies and services available for the protection of the consumer.
6. The pupil can describe the production, distribution, and consumption phases of the American economy.
7. The pupil can discuss the role of money and banking in relationship to its contributions to the American economy.
8. The pupil can describe the involvement of organized labor and its influence upon the economy.
9. The pupil can explain the involvement of the national, state, and local governments as contributors to the growth of the economy.
10. The pupil can suggest and defend methods of managing one's personal economic activities in relationship to resources, needs, and wants.
11. The pupil can discuss most economic theories from Adam Smith to John Keynes.

Business English

Business English is designed primarily to teach the pupil to be more proficient in recognizing and using correct grammar in both spoken and written communications. Emphasis should be on grammar including vocabulary, spelling, punctuation, and capitalization; however, enrichment in literature, composition and reading for oral and written communication, and for general culture should be included.

A partial listing of behavioral objectives of business English is:

1. The pupil can demonstrate an interest in language as indicated by, but not limited to, the following indicators: first, increasing his or her vocabulary as measured by pre- and post-measurement techniques; second, properly using the new vocabulary derived from course materials in classroom discussions, examinations, and informal interview training sessions; third, proper spelling, using proper tense, number, and gender in both writing and speaking in all assignments.
2. The pupil can prepare written compositions, oral presentations, and visual displays which incorporate the basic principles of effective communication.
3. The pupil can demonstrate competency in expressing ideas clearly and concisely in the first, second, and third person; in describing a setting and evoking a specified mood; in explaining a sequential instruction for a process; and in stating a position and in defending it with evidence for a specific audience.
4. The pupil can appreciate the importance of communication in promoting understanding and goodwill as demonstrated by writing and orally presenting in a concise, complete, and considerate manner various types of business communications.
5. The pupil can react correctly, as defined by a criteria checklist, to the basic types of business communication problems and shall describe and use several correct alternative methods of solving them.
6. The pupil can research and prepare a listing of several vocational opportunities in the field of business communications. This listing shall include pertinent data concerning each opportunity such as qualifications, financial rewards, future opportunities, and availability of jobs.
7. Given handwritten notes or other documents, the pupil can write business reports and minutes of meetings.

Business Law

Business law is a background course that will enable the pupil to recognize his or her rights and responsibilities as a worker and a citizen in the American society. This course stresses the fact that law involves basic rules of conduct for everyone and shows the application of law to common problems arising in the life of each individual in the triple role of citizen, consumer, and employe. Also, pupils are given the opportunity to develop an understanding of negotiable instruments, conditional sales contracts, liability, and responsibilities in contractual relationships.

A partial listing of behavioral objectives of business law is:

1. The pupil can recognize, classify, and state types of torts and crimes.
2. The pupil can identify competent and incompetent parties and valid offers and acceptances.
3. The pupil can identify types of bailments and discuss rights and responsibilities under a bailment relationship.
4. The pupil has developed a basic understanding of contracts which will enable him or her to determine contract liability and identify and explain methods of terminating a contract.
5. The pupil can recognize and analyze various forms of negotiable instruments.
6. The pupil can analyze the rights and remedies available to buyers and sellers.
7. The pupil can discriminate between landlord and tenants and recognize the rights of each when given a simulated case.
8. The pupil can discuss the value of a will as opposed to intestacy.
9. The pupil can list the types of automobile insurance coverage and explain what each coverage provides.
10. The pupil has developed the ability to decide correctly which can be handled on a personal basis and which require the services of an attorney when given a series of case problems which might involve young people. For instance, the pupil recognizes the intricacies of purchasing real property and understands why an attorney is needed.

Business Mathematics

Business mathematics emphasizes basic arithmetic as applied to problems of business life—especially those of the consumer. This course develops the computational skills in buying and selling articles; figuring wages; installment buying; investments in stocks, bonds, and real estate; insurance; taxation; social security; and dealings with banks.

A partial listing of behavioral objectives of business mathematics is:

1. The pupil demonstrates, through classroom discussions, the importance of business mathematics and its relevancy to personal and vocational situations.
2. The pupil writes legibly and arranges numerical problems in acceptable form for computational purposes.
3. The pupil can estimate answers to business mathematics problems.
4. The pupil performs mental calculations accurately whenever practical.
5. The pupil applies shortcuts in computing whenever practical.
6. The pupil performs addition, subtraction, multiplication, and division with accuracy and confidence.
7. The pupil performs, with facility, mathematical operations using whole numbers, fractions, mixed numbers, decimals, and percents.

8. The pupil can compute interest and discounts.
9. The pupil selects appropriate methods for solving problems in business mathematics.
10. The pupil learns to estimate answers.

Business Organization and Management

Business organization and management provides the pupil with a working knowledge of the fundamentals of organization, operation, and management of a business enterprise. Attention is focused on purchasing, merchandising, production, financing, and personnel management.

A partial listing of behavioral objectives of business organization and management is:

1. The pupil can determine the functions of business enterprise and the manner in which these functions are performed.
2. The pupil can identify the basic tools and skills necessary in making business decisions.
3. The pupil can compare and discuss sole-proprietorship, partnerships, and corporations.
4. The pupil can demonstrate the guidelines businessmen follow in establishing prices when given a series of simulated problems.
5. The pupil can describe the procedures businessmen use in purchasing merchandise.
6. The pupil can explain the relationship that exists between unions and management and compare features of major pieces of labor legislation.
7. The pupil can define four out of five terms such as corporate seal, debenture bond, fidelity bond, holding company, laissez-faire, quality control, and unlimited liability.
8. The pupil can discuss and illustrate the main kinds of advertising that are popular in today's business organization.
9. The pupil can analyze and compare stocks and bonds.
10. The pupil can define and compare the different types of banks.

Clerical Practice

Clerical practice develops the pupil's familiarity with and/or competence in basic clerical operations—arithmetic, handwriting, handling mail and telegraph services, filing, telephone techniques, and other office procedures. Clerical practice is not considered a terminal course as pupils who take this course usually enroll in office practice in grade 12.

A partial listing of behavioral objectives of clerical practice is:

1. The pupil can accurately complete business related mathematics problems within a period of time.
2. The pupil can write legibly and neatly in completing business forms.
3. The pupil can use the dictionary intelligently.
4. The pupil can identify the positive and negative features of an office worker's behavior and appearance.
5. The pupil can identify the positive and negative features of business telephone techniques.
6. The pupil can select the best method of mailing and calculate postage rates for various types of letters and packages.
7. The pupil can identify and use recommended techniques and proper conduct in seeking an office job.
8. The pupil can file material using the alphabetic, geographic, numeric, and subject systems.

Introduction to Data Processing

Offerings in data processing may differ according to pupil and community needs and available resources. Data processing instruction should meet the general education needs of business pupils and, where necessary, provide for the development of vocational competency sufficient for entry level jobs. Units of instruction may be integrated into various business courses such as accounting, office practice, and typewriting.

A partial listing of behavioral objectives of introduction to data processing is:

1. The pupil can trace the development and history of data processing.
2. The pupil can list examples of unprocessed data, define the desired end result, and specify the steps involved to process the data.
3. The pupil can understand and describe the best method of data processing for manual, mechanical, electro-mechanical, or electronic means for selected applications.
4. The pupil can understand and use (if applicable) a keypunch machine, verifier, interpreter, collator, reproducer, sorter, and accounting machine.
5. The pupil can understand and explain the data processing cycle and media including types of source documents, input (systems and media), manipulation, and output (systems and media).
6. The pupil can identify and explain the types of computers and their applications.
7. The pupil can understand the nature of programming including analysis of problem, flow-charting, binary code, and coding.
8. The pupil can identify the various data processing job descriptions and be able to explain them in terms of duties, responsibilities, worker qualifications, and traits and working conditions.

General Business

General business is an introductory course designed to provide a basic understanding of how business functions in today's society. This course presents the commonplace functions of business experienced by everyone in their personal life.

A partial listing of behavioral objectives of general business is:

1. The pupil can determine the difference between various types of business organizations.
2. The pupil can discuss the function and role of banks in today's society when given standard banking forms and services.
3. The pupil can select the appropriate checking account plan to fit the need of each individual or business.
4. The pupil can analyze how the consumer acquires the money necessary to buy a list of products, decides when and what products to buy, selects the dependability of the manufacturer, and determines the best channel from which to buy—retail, wholesale, discount house, or manufacturer.
5. The pupil can investigate and compare various types of credit plans.
6. The pupil can compute the dollar amount of interest and solve installment buying problems.
7. The pupil can identify various types of insurance policies and determine suitable personal insurance programs when given problems and role playing situations.
8. The pupil can prepare a personal budget.

Office Practice

Office practice is a capstone course for business pupils who choose one of the business curriculums for vocational competency and subsequent employment. Some schools have two office practice courses—clerical office practice and secretarial office practice. The title is not important; however, it is of utmost importance that this course include units of instruction which lead to the successful completion of a carefully defined business education program.

This course provides an opportunity for pupils to learn how to perform routine office duties and to become acquainted with office machines commonly used. Therefore, approximately half the scheduled time in office practice is devoted to instruction in office machines and the other half in the subject area—including units in applying for a position, arithmetic review, business forms, communications, filing, use of reference materials, and personality development.

A partial listing of behavioral objectives of office practice is:

1. The pupil can judge the marketability of his own work and make necessary adjustments or corrections.
2. The pupil confronted with office type problems knows when and how to use a dictionary, a secretarial handbook, or another source of reference.
3. The pupil can code, cross reference, and file a series of business papers and correspondence.
4. The pupil can recognize and complete common business forms.
5. The pupil can compose a mailable business letter illustrating the essentials of good form and composition.
6. The pupil can prepare a letter of application and resume' when given a Help Wanted Ad for an office position.
7. The pupil can select appropriate duplicating processes for any given office task and operate the equipment.
8. The pupil can type a usable spirit master of an unarranged memorandum containing a production word count of 150 words in 20 minutes.
9. The pupil can cut a stencil of an unarranged letter with a production word count of 200 words in 30 minutes.
10. The pupil can type a usable offset master of a rough draft of a 250-word manuscript in 30 minutes.
11. The pupil can operate a typewriter with proportional spacing.
12. The pupil can operate any type of duplicating equipment when given written instructions.
13. The pupil can solve a series of problems on a ten-key adding-listing machine within a specified time and with an appropriate degree of accuracy. An example is 100 checks with the amount of not more than $999.99 appearing on each check in 5 minutes.
14. The pupil can type four mailable letters in 40 minutes with no more than 8 errors when given a predictated belt containing those letters with each letter having a word count of 200.
15. The pupil uses the telephone effectively for business purposes.
16. The pupil is able to assign priorities to many different pieces of work which must be completed.

Principles of Selling

Principles of selling is a course designed to give the pupil an understanding of the principles and methods used in retail and other types of selling. This course emphasizes the sales activities in all kinds of sales situations. The importance of an individual's personality is emphasized as are the services and ethical relationships with the consumer.

A partial listing of behavioral objectives of principles of selling is:

1. The pupil understands the basic foundations of modern selling involving the changing nature of selling, characteristics of the American economy, the marketing process, economic trends, and goals.
2. The pupil can define the various selling organizations, jobs, and theories.
3. The pupil can discuss the importance of using depth selling and creative salesmanship to satisfy customer needs and wants.
4. The pupil can analyze customer behavior and describe customer types, needs, and wants.
5. The pupil can identify and explain personal selling techniques.
6. The pupil can identify and give examples of selling when given a series of printed advertisements from newspapers, magazines, direct mail, and sales letters.
7. The pupil can discuss the status of advertising on radio and television.
8. The pupil can explain the basic regulations affecting advertising and pricing.

Recordkeeping

Recordkeeping is designed for the pupil with limited interests or abilities to aid him or her in preparing for a wide variety of entry-level jobs in business. The pupil gains an elementary insight into the organization, operation, and control of business through the use of a series of fundamental recording activities. In addition, the pupil realizes a responsibility for keeping accurate records for personal use which are vital to one's economic welfare.

A partial listing of behavioral objectives of recordkeeping is:

1. The pupil will complete a series of appropriate business forms accurately and neatly.
2. The pupil can select and apply the appropriate procedures for maintaining basic business records.
3. The pupil can write legibly in completing a series of business records neatly and accurately.
4. The pupil can use available machines and equipment to demonstrate his comprehension of their value in maintaining efficient records.
5. The pupil can explain the ever-increasing demands by government for accurate business data and the means of reporting such data.
6. The pupil can apply recordkeeping when given simulated personal business transactions.

Shorthand

Shorthand is generally considered a vocational course; however, it has personal use value when pupils are taught to use it for composing and note taking. Only pupils with average or above-average ability should be encouraged to elect shorthand. Shorthand I incorporates the learning of shorthand theory, as well as basic dictation and transcription skills necessary

to apply this theory. Shorthand II provides accumulated word building skills, phrasing principles, speed building techniques, and office-style dictation and transcription to enable pupils to secure employment as secretaries.

A partial listing of behavioral objectives of Shorthand I is:

1. The pupil can read text-plate shorthand words, sentences, paragraphs, and letters with accuracy at a prescribed number of words per minute.
2. The pupil can quickly recall and write all brief forms with 95 to 98 percent accuracy.
3. The pupil can demonstrate the ability to write dictated words using the correct character, prefix, suffix, abbreviation, and/or principle.
4. The pupil can transcribe shorthand notes using correct punctuation, spelling, and English grammar with 95 percent accuracy.
5. The pupil can demonstrate correct notebook techniques (dated pages, crossed out notes, and elastic bands).
6. The pupil can demonstrate appropriate utilization of work space as measured by teacher observation.
7. The pupil can demonstrate at least three times the ability to take dictation at the minimum rate of 60 words per minute for three minutes and transcribe it with 95 percent accuracy within 30 minutes.

A partial listing of behavioral objectives of Shorthand II is:

1. The pupil can demonstrate at least three times the ability to take unpreviewed, unpracticed dictation at a minimum rate of 80 words per minute and transcribe this dictation on a typewriter with 95 percent accuracy within 30 minutes. This standard is to be used only in speed measurement not letter production.
2. The pupil can prepare from dictation a predetermined number of typewritten manuscripts, with a carbon copy, which meet office mailability standards at a minimum transcription rate of 18 words per minute.
3. The pupil can transcribe selected sentences, paragraphs, and/or business correspondence and demonstrate correct sentence punctuation, spelling, and English grammar.
4. The pupil can demonstrate proofreading proficiency when given selected exercises.
5. The pupil can demonstrate correct notebook techniques and appropriate utilization of work space as measured by teacher observation.
6. The pupil can take office-style dictation and read it back without hesitation as it would be transcribed.
7. The pupil demonstrates proficiency in writing and transcribing business vocabulary, geographical expressions, and proper names.
8. As in Shorthand I, the pupil continues to recall and write all brief forms with 95 to 98 percent accuracy.
9. The pupil has developed the ability to write an unfamiliar word phonetically without hesitation.
10. The pupil has developed the ability to transcribe complete thoughts and sentences even when words and phrases are missing in rapid dictation.

Typewriting

Typewriting is a communication skill and all pupils should have an opportunity to elect it for at least one semester whenever it fits into their schedule. Some schools offer separate personal-use courses for nonbusiness pupils whose overall objective is the fusing of typewriting and communication skills.

Typewriting I offers instruction in learning how to type as well as in applying typewriting skill in the preparation of letters, manuscripts, tabulations, and other business related applications. Typewriting II is designed to prepare highly skilled typists for work in offices by developing high speed typing with appropriate accuracy. As indicated in the preceding chapter, two years of typewriting should be offered to pupils enrolled in the clerical curriculum.

A partial listing of behavioral objectives of Typewriting I is:

1. The pupil uses correct typewriting techniques.
2. The pupil can recognize, identify, and use typewriter service parts.
3. The pupil can set margins for a variety of line lengths.
4. The pupil can type straight copy at least 35 words per minute for five minutes with no more than five errors.
5. The pupil can center a problem both vertically and horizontally on any size paper.
6. The pupil can differentiate between good and poor corrections.
7. The pupil can prepare a predetermined number of tabulation problems in a timed period.
8. The pupil can identify and correctly place the parts of a business letter.
9. The pupil can prepare a predetermined number of business letters in a timed period.
10. The pupil can prepare a predetermined amount of manuscript copy with footnotes and quoted material in a timed period.
11. The pupil can identify and use proofreaders' symbols.
12. The pupil can type rough draft, statistical, handwritten, and unarranged material accurately and neatly.
13. The pupil can proofread rapidly and accurately.
14. The pupil can type copy on ruled forms.

A partial listing of behavioral objectives of Typewriting II is:

1. The pupil can type straight copy at a rate of at least 50 words per minute for five minutes with no more than five errors.
2. The pupil can type statistical copy for a prescribed length of time and with a degree of accuracy at a speed equal to at least two-thirds of his straight copy rate.
3. The pupil can prepare a predetermined number of business letters in a timed period.
4. The pupil can prepare a minimum number of a series of tabulation problems in a timed period.
5. The pupil can prepare accurately a series of manuscripts for reports with footnotes and quoted material within a specified time limit.
6. The pupil can recognize unarranged data and prepare business forms.
7. The pupil can apply chain feeding in the preparation of envelopes, index cards, and labels.
8. The pupil can prepare a series of legal documents on legal-sized paper or ruled forms.
9. The pupil can distinguish between mailable and unmailable copy.
10. The pupil can prepare multiple copies from copy work with special notations.
11. The pupil can erase and correct errors skillfully.
12. The pupil can construct original tables from unarranged material.
13. The pupil can prepare fill-in forms from unarranged data.
14. The pupil can recognize and prepare forms used in applying for employment.
15. The pupil can justify copy to a prescribed line length.
16. The pupil can arrange material on a ditto master, stencil, and paper mat.
17. The pupil can compose simple letters at the typewriter.

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CHAPTER FOUR
ADDITIONAL CONSIDERATIONS

A carefully defined program of administration and supervision and the other considerations included in this chapter are necessary to develop a comprehensive business education program which will meet the employment needs of the area.

Administration and Supervision

Because of the nature of the business education program, a business education department with three or more teachers should have one of the teachers designated as chairman. The department chairman with three or four teachers should have at least two periods a day and the department chairman with five or more teachers should have at least three periods a day to devote to administrative and supervisory duties. City school districts should consider one or more full time business education supervisors. The released time from classes should be used for duties which include maintaining inventories of supplies, textbooks, and equipment; planning and conducting department meetings; organizing and working with a lay advisory committee; evaluating new teaching materials; maintaining a record of each vocational business education pupil's career or occupational objective; completing DEBE reports; planning and disseminating public relations information; supervising instruction by advising and observing teachers; contracting and scheduling equipment repairs; directing activities such as follow-up studies of graduates that lead to curriculum revision; stimulating pupil interest through an active chapter of the Future Business Leaders of America; and organizing adult programs in remedial and initial business skills.

The department chairman should be aware of new trends in business as well as in general education and encourage changes in the department's curriculum wherever need arises to update the business education program.

Business Exploratory

Business exploratory is a course that many Pennsylvania high schools have offered and dropped for a number of reasons. First, it is difficult to schedule because courses of a more specific nature, such as general business, are considered more desirable. Second, information such as subject matter achievement, test results, and so forth, enables business teachers or school counselors to advise pupils about enrolling in business courses. Third, many pupils, who have not done well in grade 10 business exploratory, have shown they can master vocational business courses in grades 11 and 12 because of

greater maturity. Fourth, pupils who did not take business exploratory are often in the same beginning accounting or shorthand class with pupils who have taken the course. This difference in background often presents a problem to the teacher. For the above reasons, it is felt that other things being equal, pupils' time can be better spent on other subject matter.

Career Education

During the last several years a new term has evolved in educational circles—career education. The U.S. Office of Education has divided areas of employment into 15 occupational clusters. For instance, in the "business and office occupations" cluster, pupils become aware of occupational areas such as accounting, clerical, and stenographic-secretarial. Career education encompasses all of a pupil's formal education (from kindergarten to high school and into higher areas of education), cuts across all education, and is not limited to any special course or event.

All 15 clusters should be studied in grades 1 through 6 and thus provide a broad-based orientation from which a pupil can most logically choose his or her occupational and corresponding career choice. This type of education is tied to reality and, in America, reality is the world of work. The goals of career education are to establish the direction of a pupil's educational and occupational interests in elementary school. Starting with kindergarten and through grade 6 the curriculum and the outside world must be coordinated to stimulate world-of-work awareness.

When pupils are enrolled in grades 7, 8, and 9 they are ready for exploration and should concentrate on clusters which are of the greatest interest to them. The school should have available for the pupil the following information about each area in which an interest is shown: data concerning job requirements, remuneration, and working conditions; illustrations of attitudes, knowledge, and skills needed; local and area occupational needs; and opportunities along with state and national trends. With this as a background, the pupils have the responsibility to assess their abilities and preferences as they relate to the occupations of their choice.

The business education and guidance departments should cooperate to familiarize pupils and parents with the vocational business program offered on the senior high school level. Specific blocks of time should be set aside to give a prospective business pupil the opportunity to become familiar with the educational possibilities inherent in the business education program. The teachers and counselors in conference with a pupil should review the vocational business curriculums with emphasis on job opportunities and encourage each pupil to establish a tentative career objective. Literature should be sent home with each pupil so that parents can become more cognizant of employment opportunities and requirements and can assist their child in planning a meaningful educational program.

Also, in grades 7, 8, and 9 the pupil needs to develop proper attitudes toward the serious business of earning a livelihood. Each pupil needs to learn that work can be enjoyable and worthwhile and that employers expect their

employes to be punctual, reliable, and accurate if they are to be considered worthy of advancement.

Each pupil in grade 10 should concentrate on one cluster and by the end of this grade a job entry skill, such as typewriting, should have been developed. As indicated in Chapter II of this publication, the recommended content matter of each 10th grade business education curriculum is the same. However, when a pupil is enrolled in grades 11 and 12, he or she should be ready to concentrate in a given curriculum—accounting, clerical, or stenographic-secretarial.

In addition to offering a program of job preparation in grades 10, 11, and 12, attention should be given to those pupils who lose interest in formal learning activities. Relevancy of the subject matter and utilization of the practical examples determines pupil interest and encourages self-motivation. The premature withdrawal from school is often made by a pupil due to lack of interest and understanding of consequences of such a decision. Through a program of career education—well-planned and effectively administered—a pupil might be convinced that forthcoming vocational rewards are worth working for and attaining.

The New York State Regents Position Paper No. 11, *Occupational Education*, which was released in May 1971 presents guiding principles for career education focus. To provide a continuum of occupational education programs and services, this paper enumerates key ages for the development of pupil characteristics:

> "By age 9, the student understands the concept of work, appreciates the value of work and the worker, and is familiar with a wide variety of kinds and fields of work.
>
> "By age 12, the student is familiar with the broad families of occupations, is aware of the prerequisites for employment in the various kinds of fields of work, and understands the ways of progressing from one occupational level to another.
>
> "By age 15, the student is able to assess his own potential and to participate in making informed decisions regarding his immediate educational and occupational goals ...
>
> "By age 18, every student is able to choose and plan the next step in his occupational and educational career. The occupational education student is able to obtain entry-level employment in occupations for which he is trained, and/or to enroll in post-secondary occupational education ...
>
> "By age 21, and for as long as he is able and willing to work, every individual is employed in a position commensurate with his skill development, and is able to select from continuously accessible preparatory and remedial programs which provide training and retraining for employability, advancement, job security, and mobility, appropriate to his talents, interests, and needs."

In planning an educational background about the various careers in an office, community resources such as the following should be used: First, conduct field trips to selected offices in the employment area. Second, invite

businessmen and high school business education graduates to speak to classes and answer questions. Third, use want ad sections of local newspapers to discuss employment possibilities. Fourth, have pupils report about the work of parents who are employed in an office. Fifth, use guidance materials and audiovisual aids.

Clerical and Secretarial Services for the School and the Community

To increase each pupil's confidence and to make classroom activity similar to a business situation, pupils might be afforded the opportunity to do work for the school personnel and/or the community. This procedure should be rigidly controlled so that no pupil is called upon to complete a job which has no educational value.

Schools should adopt a policy that vocational business pupils shall not be exploited for the benefit of the school and community. The services of pupils enrolled in business courses should be used only in planned instruction, with the general approval of the board of education, to prepare and produce work which will benefit only tax-supported or philanthropic agencies. The pupil is still a novice with standards still in a formative stage, and he or she should not be placed in the position of having inferior work considered acceptable. Therefore, those who request this service should be informed that they are dealing with pupils who are still in the learning stage and will have to accept the work of all pupils and not only the work of the better pupils. Furthermore, all work requested of a business class should be channeled through the office of the high school principal and/or the chairman of the business education department.

If a year's schedule of 180 periods or 120 hours of education in a course such as office practice were telescoped into consecutive eight-hour work days, the entire course could be completed at the end of three work weeks of five days each. In this short period of time, an office practice teacher is expected to develop at least an acquaintanceship skill in the use of several types of office machines and to teach office duties, responsibilities, and techniques. This is a heavier load than is expected of any beginning worker by the end of his third week on the job and is a strong argument against releasing pupils, such as those enrolled in office practice, for outside clerical and secretarial work unless the educational value is clear.

Credit for Business Education Courses

Business courses, other than office practice and typewriting, are considered classroom courses so one unit of credit may be given for each subject taught a minimum of 200 minutes per week or 120 clock hours per year. Typewriting and office practice are combination classroom and laboratory courses and one unit of credit may be given when these courses are taught 250 minutes per week or 150 clock hours per year. If a school wishes to give one unit of credit for typewriting or office practice and teaches either or both

of these courses for a shorter period of time (a minimum of 200 minutes per week or 120 clock hours per year), outside assignments should be included as a part of the requirements.

Data Processing

Numerous area vocational technical schools and comprehensive high schools throughout Pennsylvania have organized a two- or three-year full-blown business data processing curriculum (USOE 14.02 00, VEMIS 701) as part of their vocational education program. At the time these programs were inaugurated there were jobs available for the graduates. However, the number trained has exceeded the employment demand and in recent years the graduates have experienced difficulty in finding positions. Recent follow-up studies indicate that the percentage of pupils who have completed a full-blown data processing curriculum and placed in data processing jobs is slightly above 30 percent. *Before a school initiates and/or expands data processing curriculums or course offerings, a thorough study of opportunities in the employment area should be made to determine the need.* When needs dictate, trained people are needed in this subject matter area and where schools have capabilities for providing such training, consideration can be given to the development of postsecondary programs.

Jobs in data processing include keypunch operator or card punch operator, data processing clerk or unit record equipment operator, computer operator, programmer, and systems analyst. Of these jobs, keypunch operator is the one for which training can be offered on the secondary level. As a prerequisite to instruction in the operation of a keypunch, one year of typewriting is recommended. The booklet, *Vocational Education and Occupations,* a joint publication of the U.S. Department of Health, Education and Welfare and the U.S. Department of Labor, indicates that the work of a programmer and the systems analyst is in the professional category and requires post high school preparation.

When personnel, such as programmers, are needed, industries often promote their own employes into these jobs because of their background and understanding of the business. When this type of personnel is not available, industry generally hires someone with experience in data processing or a graduate from a four-year college data processing program.

Because it has become an important part of our way of life, the need for everyone to have a background in data processing is increasing. Therefore, serious consideration should be given to offering all pupils, especially those enrolled in a business curriculum, a course in Introduction to Data Processing which can be offered for one semester or one year. Also, pupils can be given a data processing background through such courses as accounting and typewriting.

As previously indicated, business educators need to analyze developments in data processing installations periodically because of continuous progress in this field. After an analysis is made, the data processing offerings in the school should be evaluated and necessary changes made.

Facilities and Equipment

Certain business education rooms require facilities and equipment peculiar to the course(s) being taught. Equipment used should be similar to that found in up-to-date offices in the employment area. A systematic upgrading should be built into the purchasing procedure. Specific equipment should be determined through surveys of offices and through consultation with the business education advisory committee. Those rooms requiring specific facilities and equipment include:

Accounting Room

1. Size: Slightly larger than average classroom.
2. Electrical Installations: Adequate outlets for adding-listing machines and audiovisual equipment.
3. Chalkboard: At least 25 running feet with bulletin board above chalkboard and in other areas of room.
4. Charts: Installation of fixtures for displaying charts in front of the room.
5. Storage Space: Adequate for practice sets, workbooks, and supplies peculiar to accounting.
6. Desks/Tables: Tops with a minimum of 700 square inches of writing space with facilities for book storage.

Data Processing Room

1. Size: A laboratory room large enough to accommodate all equipment and a work area with full partition to separate this room from the theory classroom.
2. Location: First floor since it is difficult to move the equipment up a flight of stairs.
3. Floor Level: Desirable to plan for a raised or dropped floor especially if a large computer is installed. This affords flexibility in arranging the equipment.
4. Electrical Installations: Numerous outlets along wall and 220 and 230 line. Master switch operated by a key.
5. Air Conditioning: Include if building is not already air conditioned.
6. Acoustics: Since activities in data processing are of the noise making type, a good acoustical environment should be planned. For instance, acoustical equipment can be placed around a printing card punch. Also, nonparallel ceiling and floor help eliminate much of the noise.

Office Practice Room

1. Size: Large enough to accommodate a variety of office machines.
2. Chalkboard: At least 15 running feet with bulletin board above chalkboard and in other areas of room.
3. Lavatory facilities.
4. Acoustical treatment of room.
5. Electrical Installations: Double electric outlets, flush with the floor if carpeting is used, otherwise extended above the floor, under each desk/table. Master switch operated by a key.
6. Storage Space: Adequate for a large quantity of supplies, teaching aids, etc.

Typewriting Room

1. Size: Large enough to accommodate L-shaped or Z-shaped desks.
2. Chalkboard: At least 15 running feet with bulletin board above chalkboard and in other areas of room. Bottom of the chalkboard placed 3 1/4 feet above the floor.

3. Acoustical treatment of room including carpeting on floor.
4. Room Arrangement: Desks/tables all face the same direction—toward that area of the room from which the teacher administers group instruction.
5. Electrical Installations. Double electric outlets, flush with the floor if carpeting is used, otherwise extended above the floor, under each desk/table. Master switch operated by a key.
6. Furniture: Desks/tables have facilities for book storage and rubber feet.
7. Storage: Adequate for a large quantity of supplies and supplementary books.

Additional Facilities

In rooms where shorthand is taught, a wireless dictation laboratory is recommended; however, in schools located near heavy automobile traffic or continuous overhead plane traffic, a wired system is suggested.

Information relative to facilities and equipment for an open space business education program may be found in the September 1973 Department of Education publication, *Organization of an Open Space Business Education Program.*

Future Business Leaders of America

The Future Business Leaders of America is a national youth organization for secondary pupils enrolled in business education programs. In Pennsylvania the FBLA is organized on three levels—state, regional, and local. Activities and projects are guided by the purposes set forth by the FBLA national chapter. School administrators are encouraged to assume an active role in the organization and operation of FBLA chapters which serve as an integral part of a business education program. Information about the chartering of a local FBLA chapter may be obtained by contacting the FBLA state chairman, Department of Education, Harrisburg, Pennsylvania 17126.

An FBLA chapter is an extension of classroom activities. Experiences which cannot be paralleled in the school setting may be made available through the cooperative efforts of the teacher and the pupils in planned activities of an established chapter. Pupil interest in course work, in the potential of their selected career, and in continued study following high school are some of the values that accrue to chapter participants.

FBLA activities also provide opportunities for pupils to develop social skills, personal confidence, and leadership talents as well as to learn techniques essential to effective group decision making. Chapter members learn to work harmoniously with their peers and to plan and carry out a program of chapter activities designed to increase their job competencies and prepare them for their future role as citizens and members of the business community.

Reporting Enrollment

To attain uniformity in reporting vocational pupil enrollment to the Department of Education, the minimum instruction time should be 720 clock hours for a three-year (grades 10, 11, and 12) curriculum and 540 clock hours for a two-year (grades 11 and 12) curriculum or sufficient time for each

pupil to obtain a competency demonstrated to be employable in an entry level job in one or more business and office occupations. A record of each pupil's career objective and a planned program of instruction must be on file in each school operating an approved vocational business education program.

Suggested courses which should be offered in each curriculum are indictated on pages 6, 7, and 8. Core courses in the accounting curriculum include two full years of accounting and one full year of typewriting. Core courses in the clerical curriculum include two full years of typewriting and one full year of office practice. Core courses in the stenographic-secretarial curriculum include two full years of shorthand and one full year of typewriting.

Trends

Recent trends in the entire education program have a direct or indirect bearing on business education. Many of these have been indicated in this publication; for example, career education and mini courses. Others include those indicated below.

First, the number of semester or half-year courses is increasing. Semester courses afford flexibility, give pupils additional variety, and expose them to a much larger number of choices than yearly courses. Semester courses also take care of pupils' individual differences and preferences. In Chapter II business economics and business law are suggested as semester courses.

Second, the titles of some business education courses have been changing from descriptive to general terms. For instance, the course that was at one time referred to as bookkeeping is now being called accounting. Some schools are now giving consideration to changing the name of Business English to Business Communications, and General Business to Introduction to Business. Pupils react more positively to these course titles as the words "general" and "English" create an immediate resistance in the minds of some pupils.

Third, in recent years there has been a tendency to teach numerous courses at an earlier grade level. For instance, the business education publications developed in the Department of Education during the past 15 years recommended offering Typewriting I on the 11th grade level. This publication suggests that Typewriting I be offered on the 10th grade level.

Fourth, to counteract trends of dehumanization due to computer operations, businessmen are emphasizing the social aspects of doing business. Business education must meet this aspect of business by teaching young people such things as accepted behavior on the office coffee break, the cordial reception of visitors and clients, a warm and pleasant telephone manner, and an outgoing human relationship with fellow employes.

Fifth, there is increasing need to offer instruction in consumer education. Business education courses such as business law, business mathematics, and general business do include units that relate directly or indirectly to consumer education. To be functional, the content matter of consumer education must be organized around actual activities presently important in

the life of each pupil. Consumption activites become more important when studied close to the time when the individual earns money and spends it for those goods and services necessary for maintaining one's standard of living.

Sixth, word processing is becoming an important concept in the world of business and may be defined as "the combination of procedures, personnel, and equipment which accomplishes the transformation of ideas into printed communication." The concept of word processing incorporated into the two leading principles of modern technology—automation and systematization—is proving to be a successful attempt in keeping the cost of business communications to a minimum. Another benefit is its relative simplicity of administration.

Obviously, business education must be selective and only those methods which have passed the test of acceptance by businessmen should be included in the curriculum. Word processing is a new concept that clamors for attention. This dramatic step towards solving the paper work problem deserves the investigative curiosity of all business teachers with the necessary result being inclusion into the curriculum if found to be useful to a pupil's employability.

Vocational Guidance

The operation of business in America is of as much importance to our national welfare as scientific research and advancement. The business and office occupational group (referred to as the clerical and related occupations group by the U.S. Department of Labor) has been one of the fastest growing areas of employment since 1900 and represents the largest occupational group in the nation. It consists of approximately 13.5 million, or 17 percent, of the total employed in America. Of this 13.5 million, 3.7 million are secretaries, stenographers and typists, and 9.8 million are other clerical employes. By 1980 an estimated 17.3 million clerical personnel will be so employed.

The preceding manpower information indicates the need for business teachers and school counselors to review their efforts in working together as a team. Such teamwork is necessary if pupils enrolled in a business curriculum are to receive the best possible guidance service. Business teachers should be certain that school counselors have an understanding of the total business education program and inform them about the guidance materials that are available in the matter of employment trends, course offerings, etc. On the other hand, school counselors should keep themselves informed about the progress that business pupils are making in business education courses.

In counseling pupils about enrolling in a business education curriculum, school counselors need to bear in mind that various phases of office employment require distinct personality characteristics and education different from other phases of office work. For instance, individuals working in a filing department do not need the same type of personality or the highly specialized skills required of a potential private secretary.

Guidance is a continuous process for all pupils and can be broken down into the prevocational, vocational, and post-vocational periods.

First, the prevocational period includes the elementary, middle, and junior high schools. Information about the prevocational period may be found under the heading "Career Education" on page 24.

Second, the intensive vocational education period belongs in the latter years of high school. During this period the achievement of the pupils should be observed carefully and counsel given when difficulties are encountered. Here, the guidance counselor and subject-matter teachers have a responsibility to advise pupils jointly. As previously indicated in this chapter, a record of each pupil's career objective and a planned program of instruction should be on file in each school operating an approved vocational education program.

Third, the post-vocational period should start in the latter part of the twelfth grade and continue during the first year after graduation. In this period, the pupils should be assisted in finding employment. Also, a follow-up study should be made to determine the degree of employment success.